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ABSTRACT

The CETA (Comprehensive Employment and Training Act) Unified Intake Services is a CETA eligibility, assessment, and training program for residents of Tulare County, California. The prime function of the Unified Intake is to assess economically disadvantaged persons and to assist these individuals to obtain appropriate occupational training, hands-on skill development, and/or job survival skills that ultimately lead to unsubsidized, gainful employment. To attain these goals CETA Unified Intake Services must (1) maintain a county-wide outreach program, (2) determine economic eligibility, (3) assess vocational talents of eligible clients, (4) develop client employability plans, (5) identify appropriate CETA/non-CETA programs, and (6) assign individuals to appropriate program resources. Its Employment Motivation Assessment Program answers most of these needs in a three-phase process: eligibility evaluation, employment motivation assessment workshop, and the counseling assessment integration phase. Results of the final client/counselor session are used by a selection committee for client placement in training programs. The key to client success is the client. Therefore, CETA Unitifed Intake's main efforts are directed toward client motivation, client/counselor assessment, and individual commitment to strive for realistic self-derived goals.
(Author/YLB)

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MOTIVATION & ASSESSMENT OF THE DISADVANTAGED

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MOTIVATION & ASSESSMENT OF THE DISADVANTAGED

OVERVIEW

CETA Unified Intake Services (CUIS) is a CETA eligibility, assessment, and training program for residents of Tulare County. The prime function of Unified Intake is to assess economically disadvantaged persons and to assist these individuals to obtain appropriate occupational training, hands-on skill development, and/or job survival skills that ultimately lead to unsubsidized, gainful employment. To attain these goals, CETA Unified Intake Services must:

1. maintain a county-wide outreach program
2. determine economic eligibility
3. assess vocational talents of eligible clients
4. develop client employability plan
5. identify appropriate CETA/non-CETA programs
6. assign individuals to appropriate program resources

The key to client success is the client. Therefore, CETA Unified Intake's main efforts are directed toward (a) client motivation, (b) client/counselor assessment, and (c) individual commitment to strive for realistic self-derived goals.

PHILOSOPHY

CETA Unified Intake Services' motivation approach to assessment is based upon the fact that economically disadvantaged individuals need and want recognition. The two basic components of recognition

are (a) self-worth and (b) being wanted. If the disadvantaged participates in a program where he/she gains recognition, develops self-worth and feels wanted, the result is motivation toward achievement and success. Donald Super (1951) stated that:

> "Success, as the world judges it, is fruitless and empty unless it is also seen as success by the individual."

Individuals are highly motivated and committed to the achievement of their goals, if they take part in the assessment process to determine what is success.

The motivation assessment process focuses on assisting the participant to become self-directed and to exercise the right of choice. In order to achieve self-defined success, the disadvantaged person must not only be able to choose, but to choose wisely. The basis of good decision-making for career choice is founded in the individual's ability to:

1. maximize strengths and personal attributes
2. minimize weaknesses and personal deficiencies
3. utilize techniques for overcoming personal barriers and roadblocks
4. integrate the above toward attaining realistic career goals

A help agent is necessary to motivate economically disadvantaged clients toward achieving their career goals. The disadvantaged individual needs guidance along the complicated, multi-faceted path of career development. The vocational counselor utilizes his knowledge of specialized help resources to facilitate the disadvantaged individual to strive for success. The skilled counselor helps the

client identify strengths, remove weaknesses, accept limitations, gather information, utilize help agencies, and move toward realistic self-defined career goals. Through the guidance of a vocational counselor, the CETA client builds self-confidence, while attempting to solve his/her vocational objective.

Successful employment of the disadvantaged rests upon the individual (a) being motivated, (b) becoming aware of strengths and weaknesses, (c) having employable skills, and (d) believing success to be a reality. Thus, the fundamental basis for client assignment into training programs is client participation in the assessment process. The end result is client commitment to fulfill realistic self-derived goals to complete training and obtain meaningful, gainful employment.

FUNDAMENTAL ASSUMPTIONS

The Employment Motivation Assessment Program is based on a framework of practical experience, behavior research, and career theory. The program aim is to assist the disadvantaged individual to direct his/her efforts toward sound occupational/employment goals. The underlying assumptions of the Employability Motivation Assessment Program are:

1. Individuals differ from one another.
2. The individual is a dynamic energy system.
3. Behavior is learned.
4. Behavior is goal-directed.
5. The individual strives to maintain the self against internal and external upsetting forces.

6. Other people's ideas, emotions and opinions influence an individual's behavior.

7. An individual behaves according to the facts as he/she sees them.

8. Human behavior is a result of the interaction between an individual and the environment.

9. An individual's maturation and readiness influence his behavior.

10. An individual can change behavior.

11. An individual strives to be significant.

The Unified Intake counselors incorporate the above assumptions into the Employment Motivation Assessment Program to gain the individual's commitment, participation, and success.

PURPOSE

The major purpose of CETA Unified Intake Services is firstly to provide Tulare County residents with information pertaining to CETA employment training opportunities. Secondly, the residents must be determined eligible before they can participate further in CETA-funded training. Ineligible clients are referred to non-CETA funded resources to continue their search for employment. Only those clients evaluated as being "economically disadvantaged" are eligible for employment evaluations, occupational counseling, and referrals to available CETA/non-CETA resources. Specifically, the major purpose of CETA Unified Intake Services is to accomplish the following objectives.

1. Direct CETA training and employment opportunity information toward disadvantaged residents in Tulare County.

2. Determine economic eligibility required to participate in CETA training programs.

3. Evaluate employment talents of eligible Tulare County residents.

4. Develop participants' employability plans.

5. Counsel participants for appropriate CETA/non-CETA opportunities.

6. Refer appropriate clients to CETA/non-CETA resources.

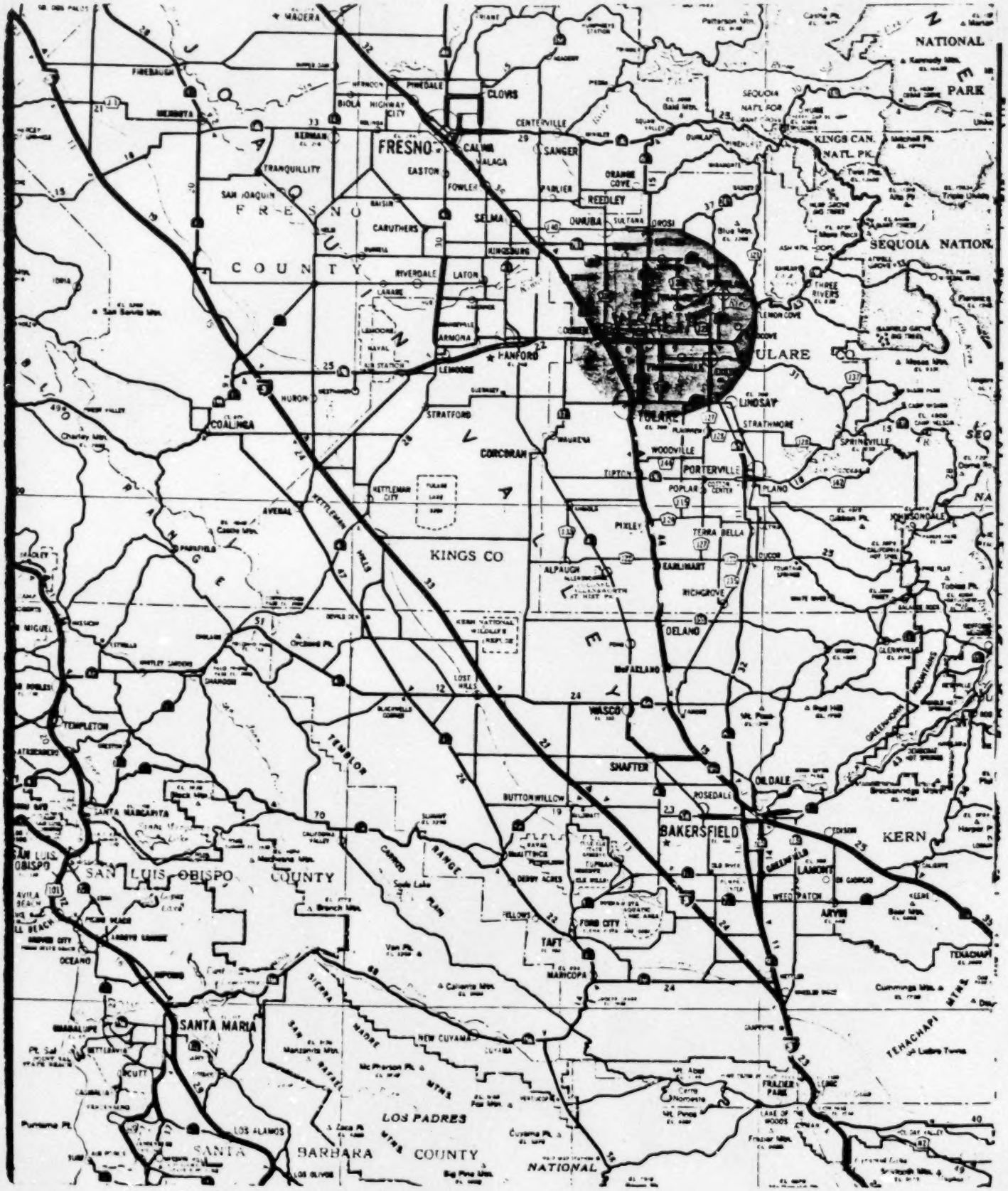
In addition, CETA Unified Intake attempts to serve clients who reflect the economically disadvantaged population make-up of Tulare County. The significant segment target population has been identified as follows:

White	54.9%	Black	3%
Spanish	38.3%	Other	4%

Other minority groups considered are single/head of household, displaced homemakers, Veterans, public assistance recipients, senior workers, and rural residents. Also, CETA Unified Intake actively solicits male and female participants to explore non-traditional occupations. The ideal aim of CETA Unified Intake Services is to serve the various groups in Tulare County.

LOCATION

Tulare County's CETA Unified Intake Services is located within California's Central San Joaquin Valley between Bakersfield and Fresno (see map). The rurban population located within this primarily agricultural area of Tulare County is over 200,000 people. The


FRESNO
COUNTY
KINGS CO
SAN LUIS OBISPO
COUNTY
SANTA BARBARA
COUNTY
LOS PADRES
NATIONAL
FOREST
SEQUOIA
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PARK
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TEMPLETON
SANTA MARGARITA
CALIENTE MTN.
CUMMINGS MTN.
TEHACHAPI MTNS.
SIERRA MADRE MTNS.
SAN RAFAEL MTNS.
TEMBLOR RANGE
CARRIZO PLAIN
SOUTH LAKE
CUYAMA
SANTA MARIA
VALLEY
SAN JOAQUIN
VALLEY

The industrial development within the county is growing rapidly. However, the prime use of land is agriculture.

Employment resources in Tulare County are limited due to the agrarian composition of the county. The seasonal nature of the agricultural work affects the flow of disadvantaged clients from the fields into CETA programs. Consequently, month-to-month participant flow into CETA programs becomes eratic.

Today, there is an influx of industry and government activities into Tulare County. An increase in employment has become more evident. This increase in employment availability aids CETA to place trained, disadvantaged clients into jobs. Still, the average unemployment rate of 8% persists.

In order to better serve the economically disadvantaged, the two prime locations of CETA Unified Intake Services are at the North and South ends of the county--Visalia and Porterville (see map). Other outreach stations are located in Cutler-Orosi, Woodlake, Poplar, and Earlimart, California.

PROGRAM RESOURCES

CETA Unified Intake Services provides Tulare County's eighteen training programs with economically disadvantaged clients. Clients that meet minimal program requirements are directed toward fourty-four specific training and employment opportunities. The programs vary from job-seeking skills training and vocational skills training to job maintenance skills (see Table I). Approximately 5000 clients

TABLE I

CETA UNIFIED INTAKE TRAINING RESOURCES

OCCUPATIONAL SKILLS TRAINING

ON-THE-JOB TRAINING

On-the-job training positions available through CETA. Past CETA applicants have had such jobs as:

--Auto Mechanic
--Bookkeeper
--Cabinet Maker
--Secretary
--Pricing Clerk
--Printer

Specific on-the-job training is dependent on interests, skills, and abilities.

Training Agent: Proteus, Employment Development Department

WORK EXPERIENCE

A limited number of Work Experience positions are available. Examples of past CETA positions are:

--Child Care
--Data Processing
--Clerical
--Carpentry
--Nurses Aide
--Auto Mechanics
--Medical Transcriber

Training Agent: Self-Help Training and Employment

NON-TRADITIONAL WOMEN'S TRAINING

Special efforts are made to train women in non-traditional occupations. Sample placements are:

--Landscaping
--Highway Maint.
--Heavy Equipment Operator
--Building Maint.
--Wastewater Treatment

Training Agent: Tulare County Human Services

PROGRAM FOR THE HANDICAPPED

CETA training and work experience programs are available to assist the handicapped person to become job-ready:

--Janitor Service
--Sewing Occupations
--Industrial Positions

Training Agent: Tulare County Training Center for the Handicapped

JOB SEARCH ORIENTATION

Job search training skills is to help Tulare County residents needing help to know:

--Where to look for jobs
--What to say at interviews
--How to get that job

Training Agent: Proteus, Employment Development Department

WORK READINESS

Job-keeping training is available at CETA. Learn to:

--Solve work problems
--Communicate with employers
--Identify work strengths

Training Agent: CETA Unified Intake Services

CLASSROOM TRAINING

VISALIA ADULT SCHOOL

-Clerical
-Nurse's Assistant
-Auto Mechanic
-Auto Body
-Electrical
-Plumbing
-General Education Development

TULARE ADULT SCHOOL

-Auto Mechanic
-Auto Body
-Carpentry
-Food Service
-Diesel Mechanic
-Office Skills
-Welding
-Legal Secretary
-Insurance

GALEN COLLEGE

-Dental Assistant
-Pre-Licensed Vocational Nurse
-Medical Transcriber
-Medical/Dental Receptionist
-Medical Assistant

SAN JOAQUIN VALLEY COLLEGE

-Medical Office Assistant
-Operating Room Technician
-Dental Assistant
-Respiratory Therapist

VISALIA BUSINESS COLLEGE

-Technical Secretary
-Accounting
-Legal Secretary
-Business & Finance

COLLEGE OF THE SEQUOIAS

-Refrigeration
-Maintenance Technician

PORTERVILLE ADULT SCHOOL

-Clerical

per year come to CETA to gain training and employment assistance. However, only about 600 will receive employment training under Title II-A and B programs.

Due to resource limitations, the CETA counselors and intake staff utilize a resource referral system that directs individuals to other resources that can more appropriately answer client needs (see Table II). CETA Unified Intake depends on its knowledge of community resources for both CETA and non-CETA funded options. Specific CETA resources are:

1. Title II-D and Title VI Public Service Employment Programs
2. Veterans Hire II Program
3. Title III Farm Labor Programs
4. Youth Employment & Training Program (YETP)
5. School/Work Experience Program
6. Youth Work Experience (YWE)

Non-CETA programs are also valuable resources to provide clients with training and/or employment. Such resources as (a) job announcements, (b) Employment Development Department, (c) college training programs, (d) college financial assistance programs, (e) State Rehabilitation, and (f) other community resources are utilized. Unified Intake Services must be community-oriented to promote client opportunities, employer confidence and agency cooperation to effectively help the disadvantaged.

TABLE II

COMMUNITY RESOURCE LIST

I. ADULT SCHOOLS

__1.	Dinuba	157 S. J.	591-3650
__2.	Port'vll	465 W. Olive	784-5149
__3.	Tulare	700 E. Kern Ave	686-0225
__4.	Visalia	203 N.E. 3rd	625-6647
__5.	Mt. Whitney	900 S. Conyer	625-6500
__6.	Woodlake	400 W. Whitney	564-8424

II. GED: ADULT CAREER TRAINING CENTER, VISALIA

__3110 E. Huston Avenue 625-6500 or 625-6655

III. ENGLISH AS SECOND LANGUAGE

__(See Adult Schools)

IV. SUBCONTRACTORS

__Proteus Adult Training Farmworkers
1724 N. Dinuba Blvd. 733-4310
Visalia, CA 93277

__Self Help Manpower 733-1440
1724 N. Dinuba Blvd.
Visalia, CA 93277

__Tulare County Training Center for the Handicapped
300 E. San Joaquin
Tulare, CA 93274 686-8506

__Operation Helping Hand 688-2043
118 North N. Street
Tulare CA 93274

__Womens Employment Services & Training
515 W. School
Visalia, CA 93277 732-5905

__L.E.A.P. 733-6505
Courthouse
Visalia, CA 93277

__EDD Porterville 1-781-5000
P.O. Box 1232
Porterville, CA 93257

__EDD Visalia 733-3706
321 S. Bridge
Visalia, CA 93277
Special Programs (Non-CETA)

__Clerical and Professional
__Domestics and farmlabor
__Mechanics, Factory work, trades
__CETA VI Jobs
__Agriculture (picking, harvesting)
__Complaint specialists (Labor-related)
__Disabled Veteran
__Unemployed Veteran (Non-handicap)
__Bonding agent
__Parolees, Probationers
__Vocational counseling
__Referral to social agencies
__WIN (Work Incentive)
__Job Corps

V. OTHER AGENCIES

__Kings-Tulare Community 732-6631
Mental Health Center
1830 S. Mooney Blvd
Visalia, CA 93277

__Veterans Outreach Project 625-2377
240 N.E. 3rd Avenue
Visalia, CA 93277

__Youth Employment Training Program 733-6604
County Civic Center
Dept. of Education
Visalia, CA 93277

__Family Planning 734-1939
502 W. Mineral King
Visalia, CA 93277

__Mental Health 734-1916
1821 W. Meadow Lane
Visalia, CA 93277

__Dept. of Motor Vehicles 732-0616
420 E. Murray
Visalia, CA 93277

__State Dept. of Rehabilitation 734-8161
113 N. Church
Visalia, CA 93277

__Social Security 732-9101
505 N. Court
Visalia, CA 93277

__Tulare Co. Welfare Dept. 733-7111
210 N. Court
Visalia, CA 93277

__Tulare County Alcoholism 625-4100
120 W. School St.
Visalia, CA 93277

__Turning Point 732-8286
107 S. Church
Visalia, CA 93277

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SPONSORSHIP AND FUNDING AGENT

The College of the Sequoias sponsors CETA Unified Intake Services. This higher educational institution is a community college within Tulare County that is supported through community taxes. The College of the Sequoias has the responsibility to serve the total population of all economic levels within the community. Through the CETA Unified Intake program, the College of the Sequoias extends its community education concept to the needy and economically disadvantaged. This commitment to serve the total population spectrum within the environs of Tulare County identifies the college as being community-oriented. The college, through its community programs, serves both poor and rich, minorities and majorities, unemployed and employed, female and male, and handicapped and able.

CETA funds are given to Tulare County by the Congress of the United States, based on the unemployment rate within the county. The funds are governed by the Board of Supervisors of Tulare County which contracts with Tulare County Human Services to manage the funds. Each year, Tulare County Human Services requests bids for potential contractors to operate CETA Unified Intake Services. At present, the College of the Sequoias has the contract for CETA Unified Intake Services. However, the college is required to compete for the CETA Unified Intake Services funds each contract year.

PROGRAM FOCUS

The ultimate goal of CETA Unified Intake Services is to assist economically disadvantaged individuals to move from a position of "helplessness" or a "you-do-it-for-me" attitude toward a self-help, self-directed, and self-motivated search for meaningful employment. To achieve this end, the counselor in the Employment Motivation Assessment Workshop attempts to motivate the client to become involved in his/her own assessment. Participants become involved in assessing their personal needs, vocational talents, employment goals, and personal attributes that focus upon realistic career opportunities in Tulare County.

The counselor depends upon stimulating the participant's desire for recognition and success. This is accomplished through carefully taking the participant through a series of client-centered realistic career development exercises. The client experiences employer/employee awareness training, confidence-building exercises, and success motivation activities. The culmination of these career-oriented exercises are to better enable the disadvantaged individual to succeed in training and ultimately the world of work. The counselor recognizes that it is the individual who inevitably decides consciously or unconsciously to take the risk necessary to gain self-defined success. To be sure:

"The beginning of a 1000-mile journey starts with the first step." Ancient Chinese Proverb

The Employment Motivation Assessment Program is a first step. The employment workshop is lead by an experienced counselor who maximizes the client's experiences to recognize occupational skills, personal talents, and career goals as related to realistic occupational opportunities. The disadvantaged client starts the workshop with the recognition of self-worth. Later, the participant identifies strengths, explores potential occupations, and sets long and short-range goals.

Specifically, the unique aspects of the Employment Motivation Assessment Program are to assist clients to move through a series of experiences that help the disadvantaged client:

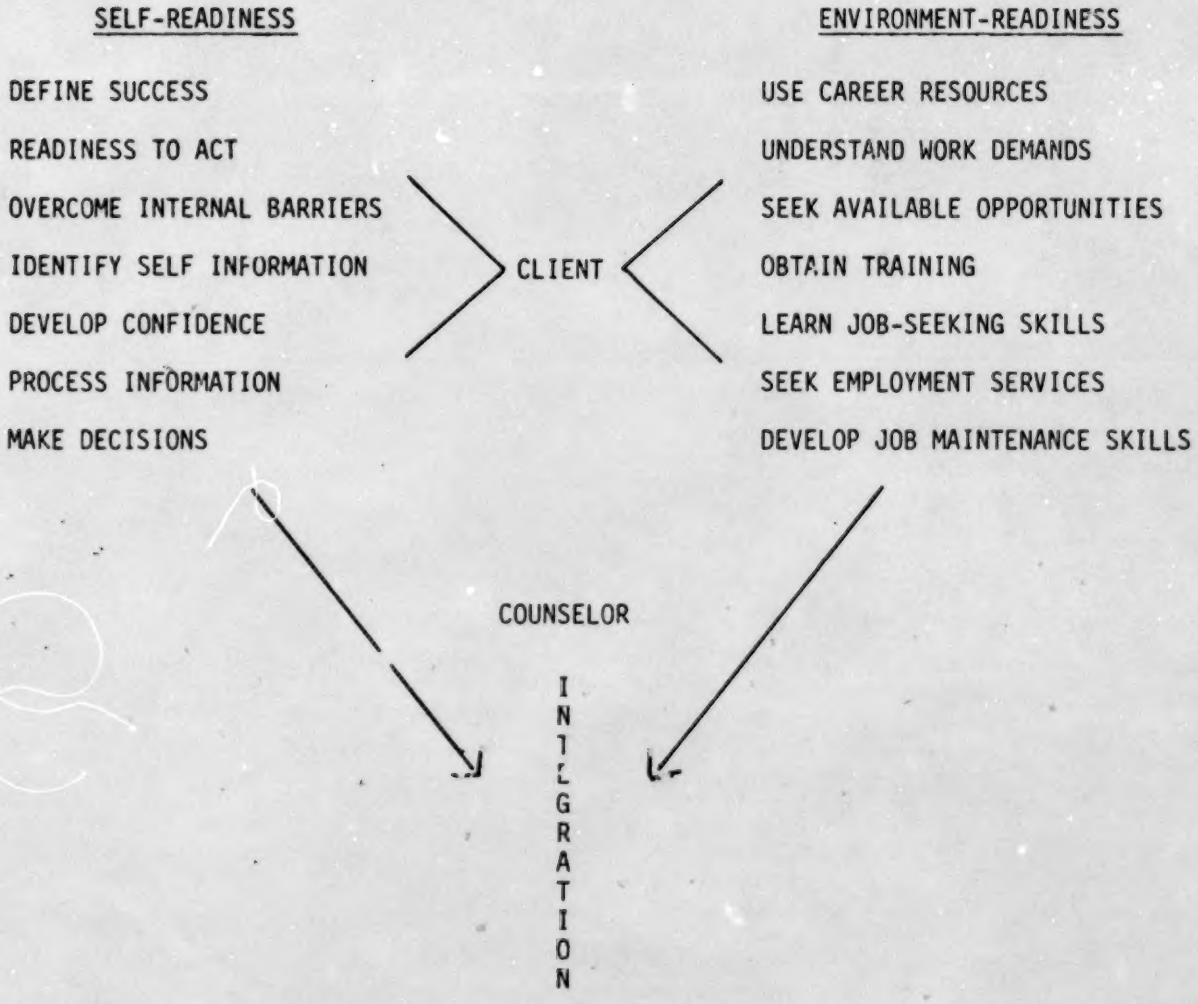
1. define success
2. identify strengths
3. identify employment-defeating behaviors
4. identify success-oriented behaviors
5. explore community opportunities
6. set employment goals
7. develop an employability plan
8. finalize a tentative employment plan

Ultimately, the client integrates his internal talents and needs to the world of work environment that leads to self-defined success and employment within the context of reality (see Table III).

TABLE III

EMPLOYMENT MOTIVATION ASSESSMENT PROCESS

--WORKSHOP CURRICULUM--



EMPLOYMENT MOTIVATION ASSESSMENT PROCESS

Employment assessment of eligible CETA clients begins with an interview by the intake eligibility worker, counseling by the counselor, and self-assessment by the client. Specifically, the client is assessed in the Eligibility Evaluation Phase, Employment Motivation Assessment Workshop Phase and the Counseling Assessment Integration Phase.

Eligibility Evaluation Phase. The eligibility interviewer's primary goal is to determine if the client qualifies as an economically disadvantaged individual, according to Tulare County CETA guidelines and Federal regulations. In addition, the eligibility interviewer is responsible to report (a) work history, (b) skills training, (c) special talents, (d) career aspirations, and (e) unique behaviors. This information is recorded on the intake application where it is transferred to the respective counselor for use in the counseling session.

During intake, the client is provided with a take-home practice math test that includes addition, subtraction, multiplication, division, fractions and decimals. The answers to the math problems are included to provide the client with immediate performance feedback. The client is instructed to return the completed math worksheet to the counselor during the Employment Motivation Assessment Workshop.

Employment Motivation Assessment Workshop. The purpose of the workshop is three-fold:

1. To provide clients the opportunity to become involved in their own career assessment
2. To provide clients with a working knowledge of the CETA process and CETA programs.

3. To gather client's personal-social, employment and academic skill data for employment assessment.

This self-assessment process encourages the client to evaluate the current situation and encourages the individual to direct his/her own life. Specifically, the Employment Motivation Assessment session stresses the following:

1. Client awareness of personal needs, employment goals, and occupational requirements.
2. Client commitment to set occupational goals.
3. Client commitment to complete the training program.
4. Client realization of the "ONE CHANCE POLICY WITH CETA".*

Even though limited by time, the Employment Planning Workshop is geared to help the client transcend through several career development stages. They are:

Stage	Development
AWARENESS	Awareness of self needs and community opportunities and requirements
EXPLORATION	Assess skills and needs required for various occupations
DECISION-MAKING	Narrow career goals and finalize a tentative employability plan
PREPARATION	Prepare for training or employment requirements and opportunities

*One program per client (exceptions for extraordinary circumstances).

TEST ASSESSMENT OF DISADVANTAGED CLIENTS

The major purpose of testing is to motivate the client toward self-improvement. Unfortunately, tests are often used as "punishment" devices to screen clients "out" of training programs, rather than to screen clients "in."

Economically disadvantaged individuals are handicapped in testing situations due to the negative experiences in school, i.e. dropped out, poor grades, poor societal motivation, etc. In addition, the disadvantaged client often suffers from test anxiety, under-developed test-taking ability, and a general dislike for school-related skills.

Many tests today depend on average and above-average academic functioning to be able to understand the test. Most tests do not attempt to screen for academic function before giving the instrument. Therefore, the user of these tests makes the assumption that the client measures up to the academic standards required to successfully take the test (whether they have the ability or not).

Tests measure only a small part of a human's performance. Tests cannot accurately account for client motivation, specific occupational requirements, hands-on abilities and supportive training programs that "screen in" clients. Consequently, the disadvantaged individual is often measured lower than his innate abilities or related experiences. The result is the disadvantaged client not being considered for training or employment.

A more serious problem, however, is that many tests used by agencies do not relate test measures to skill levels required in

the occupation. Many scores do not even relate to the occupation at all. Yet, disadvantaged clients are evaluated on meaningless scores that do not relate their abilities to the work to be performed. The result is that clients are being "punished" by faulty use of tests not designed for the purpose of evaluating disadvantaged clients. These measures must be considered as inappropriate for the assessment of disadvantaged clients.

PRIME SPONSOR INTERVENTION

CETA Unified Intake Services is required by the prime sponsor to minimize the client workshop to 1½ days and still maintain high assignment standards. Unique to this situation is that the disadvantaged clients have been within the plight of poverty, welfare, food stamps, and medi-cal anywhere from 18 to 50 years. Yet, CETA Unified Intake is expected to change these lives within a 1½-day time span. Within this short time frame, the intake and counseling units are successfully performing this task. However, the goals of motivation, self-assessment, and assignment need twelve additional hours of training.

Today, client service time is five working days. This means that the client will be, firstly, evaluated by the intake interviewer (½ hour); secondly, attend the Employment Motivation Assessment Workshop (1½ days); thirdly, obtain career consultation (1 hour); and, fourthly, referred to the selection committee for consideration. This all occurs within a five-day period. During the agricultural season (planting and harvesting), fewer clients come to CETA for assistance. Consequently, group workshops are less frequent and service time may be extended to a maximum of eight working days.

Due to the imposed limitation of time, emphasis must be on (a) individual motivation, (b) client/counselor interaction, and (c) client referral to training/employment resources. Through de-emphasis of testing, clients are allowed more time in the workshop to become involved in directing their lives into employment.

CETA, CAREERS & YOU

First Half-Day

On the first half-day session of the Employment Motivation Assessment Workshop, eligible CETA clients learn about CETA and related programs (see Table IV). The client becomes involved in learning:

1. To participate freely in small interaction groups to better help himself
2. About the other CETA participants and what are their reasons for attending
3. What is CETA
4. What can CETA programs do for me
5. What client commitment is required by CETA
6. What training and employment programs are provided through CETA

The workshop participant is made aware that CETA services are a "privilege", not a "right." The client is informed that even though he/she is eligible, there are more people than funded openings. The enrollment ratio is approximately one in every ten clients that get placed. However, the client also is made aware of the community referral system that refers clients in other CETA programs or non-CETA funded resources.

CETA participants are informed that, for the most part, they have "ONE CHANCE WITH CETA." To be sure, the counselor reviews the participant's needs and may waive this rule to better serve the client. One objective of this first session is to develop a self-help environment wherein CETA and client expectations are clearly presented and discussed. Specifically, the client is made aware

that responsibility does not end with acceptance into a CETA program but actually begins with selection. Client responsibility with CETA ends after the trainee acquires gainful, unsubsidized employment.

During the first session, the client becomes aware of the purpose of testing, testing procedures, and the use of test results. This is the participant's second exposure to tests and test-taking for improvement. Participants are provided with the pre-test that indicates their general level of math and language functioning. The workshop facilitator will determine the appropriate next day's math and literary test, as the scores relate to the client's level (see Basic Occupational Measures--Second Half-Day).

This attitude of responsibility and commitment is emphasized throughout the assessment process. The client is responsible for attendance, homework assignments, and solving personal problems before attending the workshop. Ultimately, the client becomes aware that he/she is expected to carry his/her own responsibility to complete the total training and employment program.

BASIC OCCUPATIONAL MEASURES

Second Half-Day

The Basic Occupational Literacy Test (BOLT) is a Department of Labor controlled test. The BOLT is used to obtain reading and math scores that relate to General Education Development (GED) levels found in the Dictionary of Occupational Titles. The reading and math GED levels relate directly to average performance required in specific occupational clusters. Examples are:

GED Levels	Equivalent Grades	Sample Corresponding Occupations
Level 1	1-3	Kitchen Helper
Level 2	4-6	Food Services
Level 3	7-8	Clerical
Level 4	9-12	Medical Office Asst.

A math and language pre-test is given to participants during the first half-day session. This helps the test administrator to determine which of the four in-depth test booklets will be used with that individual client. Each booklet is designed to maximize the math and literary evaluation of each test-taker within the predetermined level. However, if the client performs beyond that level indicated on the pre-test, the test-taker is allowed to move to the next higher level. The reverse is also considered by the counselor.

Before the test, clients are encouraged to do their best. Two test monitors continuously review the test process to assist the test-takers and respond to any problems arising during the test.

This avoids a client from obtaining inaccurate scores due to a procedural error, misunderstanding, or possible unforeseen physical discomfort. The test is scored before the Counselor Assessment Integration session, in order that the test data can be integrated into the client's employability plan.

The client is carefully guided through the employment exercises to identify individual attributes, occupational skills, occupational barriers, and long and short-range goals. The finalization of the employability plan not only rests primarily upon Basic Occupational Literacy Test measures but also on personal attributes, occupational skills, and motivation to succeed in realistic career choices. The BOLT is <u>not</u> the answer to client success. The answer lies within the client to become involved in directing his life toward realistic, attainable occupational goals.

CETA Unified Intake Services stresses the minimization of client testing to one 2½-hour session. This decision to emphasize self-improvement provides a greater amount of time for group motivation and employment problem solving. Approximately 70% of client time is spent in client/counselor interaction (8 hours). Within these time constraints, the objective is to motivate the client toward self-evaluation and the development of an employability plan.

Employment areas assessed are client motivation, strength recognition, training commitment, and self-assessment. Another set of exercises are utilized to help clients identify weaknesses, employment barriers, and personal problems that inhibit the employment process. Strategies are then developed to overcome personal difficulties and employment barriers to increase the client's chance for success.

Permission to utilize the BOLT must be obtained from the Department of Labor's Employment Development Department. This will be granted to agencies, only if they meet the following criteria.

--The agency is approved by the Department of Labor representative.

--The proposed utilization of the test is appropriate for the test design.

--Appropriate staff members are trained and certified to administer and score the test.

--Appropriate staff members are trained and certified to interpret the test results, as related to the Dictionary of Occupational Titles' General Educational Development levels.

--The facilities are appropriate for test-taking (temperature, sound, room, seating, etc).

--Test use and monitoring guidelines are followed.

--The agency agrees to be monitored periodically by the Department of Labor representative.

The CETA Unified Intake staff members have been trained by the Department of Labor trainer. Special training is provided for the CETA Unified Intake staff in the Basic Occupational Literacy Test (BOLT) and the General Aptitude Test Battery (GATB). The trained staff members receive certification/authorization to perform test administration and test interpretation.

EMPLOYABILITY PLANNING

Third Half-Day

The last half-day session is problem-oriented. Clients participate in exercises that lead to the development of an employability plan (see Table IV). The counselor leads the participants through specialized activities where they learn to identify personal skills and vocational skills, narrow interest choices, and ultimately focus their career goals toward realistic employment choices.

Participants are directed to identify barriers to employment. They also learn about employer expectations--what an employer expects of an employee. The counselor helps clients to become aware of unacceptable behaviors. In addition, the workshop facilitator provides the client with methods and techniques that help to seek and keep employment.

This last session is the culmination of the group workshop. The Employment Motivation Assessment participant is directed to evaluate his/her responsibility and commitment to succeed in CETA programs, obtain employment in the world of work, and gain success as a productive member within the American way of life.

Each client has the opportunity to evaluate the appropriateness of the Employment Motivation Assessment Program. Clients are asked to provide written feedback as to the workshop relevance to their personal situation. The clients are requested to provide their opinions and impressions without placing their names on the evaluation forms. The feedback forms for each workshop are maintained in CETA Unified Intake's files.

TABLE V

EMPLOYABILITY DEVELOPMENT PLAN

1. Client's Name_____ Date_____
2. Education Level_____
3. Program options:___OJT ___Adult Work Experience ___Job Search Skills ___Classroom Training ___Job Keeping Skills ___Other Services.
4. Skills:_____

_____

5. Interests:_____
6. Career Goals: Long Term_____

_____

Short Term_____

_____

7. Barriers	How to Overcome
_____	_____
_____	_____
_____	_____

8. Intake Assignment_____
9. Reasons:_____

_____

10. Check agency to which assignment was made: Date of Assignment

10. Check agency to which assignment was made: Date of Assignment _____

__EDD, Visalia	__VS Bus. Coll.	__VS Ad.	__EDD, P'Ville
__SJVC	__WEST	__Proteus	__Tulare Ad.
__CUIS	__SHTE	__TCTCH	__Other

STATEMENT OF AGREEMENT

I, _____, and my counselor, _____
(Client's Name) (Counselor's Name)

have developed the above employability plan and I agree to make the necessary efforts to accomplish my goals.

‡ AGENCY COMPLETES THE FOLLOWING ‡

11. Steps to achieve employment

	ACTIVITY	DATE ASSIGNED	CLIENT ACTION	DATE O COMPLET
a.				
b.				
c.				
d.				

12. Expected date of Job-Readiness: _____/Total program time to be Job Ready _____

13. Follow-up dates & comments: _____

COUNSELOR ASSESSMENT INTEGRATION

The client/counselor session is the synthesis phase of the assessment process. The counselor has conducted the workshop, gathered the resulting data, and has a working knowledge of each client. The participant has been observed during information-sharing sessions, test-taking situations, and client task-oriented sessions. Client participation, communication skills, attentiveness, and attendance are also evaluated. The counselor draws upon a variety of resources to assess the client's readiness to participate in training. The assessment tools utilized are:

1. Personal-social data
2. Work history
3. Eligibility interviewer observations
4. Homework tasks completed
5. Occupational BOLT measures
6. Participant's workshop behavior
7. Client-expressed aspirations
8. Workshop assessment exercises
9. Employability plan goals

After reviewing the data collected, the counselor individually assists each client to focus career objectives toward realistic goals considering abilities, interests, availability, time, and commitment to succeed. The counselor helps the participant to narrow available choices. Long and short-range goals are reviewed to determine steps toward career goals. The counselor summarizes the client's aspirations vs. opportunities, strengths vs. weaknesses, and CETA vs. non-

CETA programs. The counselor helps the participant become aware of his/her chance for success. Tentative career choices are then written on the client's employability plan. The client is informed that his/her decision will be represented at the selection committee meeting. It is at this later date that the client's attributes, motivation, and functioning levels will be reassessed. This process insures that all clients have the opportunity to compete for openings into available training positions.

SELECTION COMMITTEE

Employment Planning Workshop participants are guided toward a role of self-help, dignity and worth. The client is encouraged to direct career aspirations toward realistic choices. It is the client's perseverance and commitment to succeed that the counselor attempts to evaluate. This takes place during the question-and-answer period, career exercises, and during the counseling session. Very often, client characteristics such as past failures, family hardships, peer and societal pressures, lack of prior opportunities are indicators of future success. Client commitment may be detected through the participant's enthusiasm, assignments returned, questions, attendance, as well as desire to make the most out of each career activity. Inevitably, the counselors represent each of their clients at the Selection Committee meeting.

Selecting clients for a county-wide program must be a process that is fair and objective. In order to accomplish this goal, all counselors must meet together to represent their clients. Therefore,

a client selection committee was formed to assign individuals to the forty-four training and employment programs. The purpose of the counselor selection committee is four-fold.

1. Provide every workshop participant a fair chance to compete for the limited weekly training positions available.
2. Provide past workshop participants the opportunity to be considered for weekly allocated training positions.
3. Select the most appropriate participant available.
4. Provide a counselor communication system that maintains objectivity and communication.

The counselor Selection Committee meets twice a week to select clients for assignment into available programs. The counselor reviews each participant's employability plan. The client selected for the current opening is assessed as being the most "appropriate" individual available to be placed in the training opening. To be sure, every client is different. Selection criteria used to determine the most eligible client, but not exclusive to, are as follows:

1. Motivation
2. Work Readiness
3. Economic Need
4. Transportation
5. Distance
6. Ability
7. Interests
8. Work Values/Attitudes
9. Employment Barriers
10. Observed Habits

While each client is presented to the Selection Committee for possible program assignment, nevertheless, a number of clients will not be assigned to CETA programs due to limitations in available

openings. For the clients not assigned to training programs, the following CETA services may assist them to become job ready or obtain employment.

1. Work Readiness--job keeping and attitude development
2. Orientation--job search skills
3. High School--GED diploma program
4. Hard-to-Place Program--unemployed, trained CETA participants
5. Community Resources--related to client's special needs

Eligible and non-eligible clients not assigned to CETA programs are encouraged to continue looking for work, improving their skills, and seeking help through other community resources.

PROGRAM PROBLEMS IN SERVING THE DISADVANTAGED

The successful management of CETA training and employment programs calls for leadership that is sensitive to the unique problems of the economically disadvantaged person. Clients and clients' problems must be considered first, while quotas and client placement requirements should be considered second. Unfortunately, all too often, clients are used to "serve the program goals" rather than the program used to "serve the clients' goals."

The responsibility of CETA Unified Intake Services is to represent the client. This commitment to represent the client means the counselor needs to evaluate the client's internal needs and desires and then look to the external environment to fulfill realistic client goals. The decision to represent the client first and the employer second is imperative. It is the appropriate assessment of the client that satisfies the employer and brings positive recognition to CETA programs. This philosophy is in direct conflict with the prime sponsor who is "number-oriented."

The CETA target population are people who, at a minimum, must meet the 70% lower living level set by the Federal Government. These individuals are uneducated and unskilled. Many have worked in a multitude of unskilled occupations. CETA clients come to the assessment center looking for a way to better their lives. Due to the lack of knowledge, abilities, transportation, and/or job seeking/job keeping skills, the disadvantaged person is handicapped to function within our society. This often means welfare and an expensive burden to society. One objective of the CETA program is to help remove economically disadvantaged individuals from their welfare roles.

The goal of CETA is to help economically disadvantaged individuals to assess their career goals, gain training, and obtain employment. This goal can best be accomplished through "working together" to articulate programs and provide services. This statement clearly reflects the two major problems in Tulare County:

--Subcontractors and the prime sponsor not effectively working together, and

--The prime sponsor's inability to clearly articulate the many CETA programs (see TABLE VI).

Specifically, problems currently affecting the effectiveness of Tulare County CETA program are the need for (a) better communications, (b) clarity of performance expectations, (c) clarity of roles, (d) written standard procedures, and (e) relevant evaluation. These problems can be solved only if all parties are committed to problem resolution and results. The major problem areas are with:

1. Prime Sponsor--Tulare County Human Services
2. Assessment Unit--CETA Unified Intake Services
3. Subcontractors--Training & Employment Placement Units
4. Sponsor--College of the Sequoias
5. Target Population--Disadvantaged Clients

Special problems are inherent within each group. Understanding and consideration must be stressed to promote successful training and employment programs. The key to success is communication and working together. The answer to survival lies within each person's commitment to listen, understand, and work toward a solution.

TABLE VI

PROGRAM PROBLEMS IN THE MANAGEMENT, ASSESSMENT, TRAINING, AND PLACEMENT OF DISADVANTAGED INDIVIDUALS

Prime Sponsor

CETA Master Plan
- --No published CETA/ Tulare County Master Plan

CETA Philosophy
- --No published CETA philosophy

Public Relations
- --No public relations person

Program Planning
- --No labor market specialist
- --Training not based on labor market
- --No revision of old quotas
- --No definition of program as related to clients
- --Inadequate agri-business training
- --Overemphasis of business/industry/ government

Articulation
- --Inadequate program coordination
- --Inadequate regulation information
- --Inadequate regulation interpretation
- --Limits client assessment

CETA Unified Intake Services

Communications
- --Prime is insensitive to problems:
  - a) complicated regulations
  - b) supply 44 programs with disadvantaged clients

Client Assessment
- --Limited client assessment time
- --Prime's unawareness of intricacy for assessment
- --Prime's overemphasis on training, not client functioning.

Recruitment
- --Lack of "appropriate" clients for 44 programs
- --Prime's overcontrol of budget

Public Relations
- --Underdeveloped public relations program
- --Inadequate funds for public relations program
- --Prime's control impedes P. R. functions

Budget
- --Prime's budget control inhibits intake from meeting contract obligations

Subcontractors

Classroom
- --Classes high-level for client entry abilities
- --Training female-oriented
- --Training time inadequate

OJT
- --On-the-job training not for typical client
- --Do not match clients to jobs
- --Job developer and counselor need closer relations
- --On-the-job training not for disadvantaged

Orientation (Job Search)
- --Clients not job-ready

WEST
- --Few women want training in male occupations

College of the Sequoias

Management Procedures
- --Inadequate College/CUIS articulation
- --Minimal published guidelines
- --CETA Unified viewed as second-class program
- --College ambivalent to CETA Unified Intake's concerns

Client

Personal Problems
- --Lack of transportation money
- --Lack of bus transportation
- --Low academic functioning (6th grade average)
- --Clients seasonal
- --Unaware of career options
- --Limited speaking ability
- --Ruralites unwilling to relocate

TABLE VI (Continued)

Prime Sponsor	CETA Unified Intake Services	Subcontractors	College of the Sequoias	Client
Prime Sponsor Staff --Lack of staff continuity --Inadequate knowledge of regulations --Undertrained monitors --Inability to interpret regulations consistently --Inability to resolve day-to-day problems --Inability to perceive subcontractor problems	Personnel --Hiring restrictions due to budget --Hiring limitations require intense training --Operations severely affected by staffing			
Monitoring Duties --No statement of duties --Unauthorized use of authority --"I gotcha" attitude --Inhibits self-improvement attitude --New criteria used to monitor old records --Limit client assessment time	Resources --Female-oriented resources --Few agri-business positions --Few innovated program promotion			
Public Service Employment --Clients placed in terminal employment --Retraining required				
Funding --Yearly funding creates program instability				

PRIME SPONSOR--TULARE COUNTY HUMAN SERVICES

The greatest responsibility for serving the disadvantaged does not lie with the training agencies, but with the leadership of the funding agency, Tulare County Human Services. This agency is responsible for:

1. Federal monies coming into Tulare County, and
2. how these funds are used to directly serve the disadvantaged.

The prime sponsor must have the ability to (a) plan programs, (b) organize people, (c) implement programs, (d) develop budgets, (e) articulate management goals, (f) communicate program expectations, and (g) evaluate the effectiveness of the programs.

Most of all, the prime sponsor must listen to problems, initiate creative solutions, and provide support to the subcontractors. The failure of any one subcontractor reflects the failure of the prime sponsor. The two major weaknesses of the prime sponsor, Tulare County Human Services, are:

1. their inability to effectively articulate programs, and
2. their inability to stimulate a "working together" attitude among the subcontractors and the prime sponsor.

A major problem that exists today between the prime sponsor and the evaluation/training/placement subcontractors is inadequate program articulation. Tulare County Human Services has not submitted an overall picture of the CETA program. To date, the subcontractors have not received a "grand plan," or master plan, for helping the disadvantaged. No current CETA philosophy exists between the prime

sponsor and the subcontractors. The result is fragmentation of the CETA program with "first aid" continually being administered.

Public relations that emphasize the success of the subcontractor is currently non-existent. Public relations is especially important, considering CETA's negative national reputation. These inadequacies do not promote a stable relationship between the prime and subcontractors.

Program planning is a critical area of concern to CETA subcontractors. This is because new programs or program changes must be implemented by the subcontractors, not the prime sponsor. Areas of questions that have evolved are:

1. No labor market specialist
2. Training not based on concrete, local labor market data
3. Subcontractors' client quotas not revised
4. Inadequate program definition

A second major problem that exists between the prime sponsor and the subcontractors is program articulation and interpersonal communications. Programs must be coordinated in such a way that the subcontractors are committed to achieve goals and objectives that are realistic and attainable. One example is Federal regulations that provide the basis for CETA programs have not been passed to the subcontractors in a timely manner. More importantly is the inconsistent interpretation of these regulations by prime sponsor and its staff members. All too often, interpretation decisions do not result in a manual of standard operational procedures (SOP's)

to standardize regulation interpretation. This promotes an attitude of "If the prime sponsor does not do it, why should I."

The prime sponsor is responsible for the training and maintenance of staff skill levels. Unfortunately, training and evaluation of its staff's performance is lacking. One result is the inaccurate interpretation of the regulations. More importantly, case upon case of inaccurate knowledge of the Federal regulations has led to a breach in the prime's relationship with the subcontractors. Distrust prevails.

The main responsibility of the prime sponsor is to monitor or evaluate the subcontractor programs. How can a monitor evaluate a program if he/she is inadequately trained, lacks knowledge of the regulations, and is poorly versed on each subcontractor's program. The result is a lack of confidence in the prime sponsor's ability to control CETA programs.

The ultimate goal of a program monitor is to facilitate each subcontractor to evaluate their performance and self-initiate program improvement. Unfortunately, the Tulare County Human Services monitor's role has been to "police" the subcontractors. The "I gotcha" mentality does not facilitate sound relationships between the funding agent and the training agencies. This behavior usually results in negativism, blaming, and roadblocks to program improvement. Subcontractors' organizational energy must be expended in non-productive program maintenance rather than improving service to clients.

Training programs are often not sensitive to client needs. Cases are documented where ex-CETA clients have received training in such areas as "tire changer" and "garbage truck watchman." After these unfortunate individuals received this so-called training, the clients came back to CETA for retraining. Program guidelines, training definition, and standard operational procedures are needed to avoid these questionable types of training. It appears that the "client serves the program needs."

Lastly, the instability of year-to-year funding has forced many subcontractors to minimize their involvement with CETA, if not abandon CETA funding as a viable resource for training.

CETA UNIFIED INTAKE SERVICES

The major responsibility of CETA Unified Intake Services is intake eligibility, employment assessment, and assignment of the disadvantaged into appropriate programs. In order to accomplish these goals, the unit must know intimately each of the subcontractor's forty-four programs. The expected outcome is to assign clients (1) who can function within the specific training area, (2) who are committed to complete the training, and (3) who can be placed into appropriate employment. However, many problems become evident when attempting to assist every client achieve these three goals.

The CETA Unified Intake Services assessment program is limited by the population that walks through its doors. Therefore, the public relations and outreach program is critical to alerting the disadvantaged clients of training and employment opportunities. However, this program has been greatly handicapped by the prime sponsor's control of the budget. Monies to purchase $200 and $300 equipment items have been withheld. This means operating a public relations program without such items as a camera or a telephone tape message unit. The program objective to advertise and attract disadvantaged individuals into CETA is severely handicapped.

CETA Unified Intake Services' intake eligibility workers are experts in the financial assessment of clients. They not only have read the regulations, but work with these regulations every day. These workers meet clients whose past lives are not based on a normal 40-hour work week, but often have a complicated history of work,

welfare, and dependancy. The Tulare County Human Services monitors attempt to evaluate the work of these experts, which reveals their lack of knowledge of Federal regulations. A great deal of time is spent tactfully "educating" the monitors as to the regulations and their appropriate interpretation. It is extremely difficult for CETA Unified Intake staff to be evaluated by monitors who have never worked as a CETA intake interviewer. The inexperienced monitors are making decisions that are inconsistent with the regulations and the practicing eligibility workers.

Tulare County Human Services' monitors are not qualified to evaluate the effectiveness of the assessment program. Assessment certification of the monitors is non-existent. The monitors are not certified by the State of California as either counselors, psychologists, or guidance supervisors. However, these monitors are the evaluation agents of the Employment Motivation Assessment Program. The monitors make decisions to distinguish sound assessment practices from ineffective techniques. The result is discontent of the counseling staff to accept criticism of the monitors. This does not foster an attitude of respect and "working together." To be sure, the world of psychological assessment is not the same as the world of program management.

The monitors are not aware of the program's philosophical basis--motivate disadvantaged clients first toward self-help and self-evaluation, and then provide training and employment. Instead, the prime's monitors advocate a 15-minute interview to change the "hard-core unemployed." This is unrealistic when considering the

nature of the client (see following section on Clients).

The emphasis of providing clients solely with skill training is not realistic. The replacement, instead, must be a program of personal development and commitment to succeed in self-derived occupational goals coupled with skill training. The client success rate is greatly enhanced when the individual is involved in assessing personal attributes, defining occupational goals, and committing time and energy to accomplish these goals.

CETA Unified Intake has also been limited in hiring the appropriate personnel for its technical or professional positions. A great deal of professional staff time has been required to train the staff to be able to function accurately in these highly technical positions. The results have been eligibility errors, clients inappropriately served, and angry subcontractors. The problem of incompetent workers has been alleviated through an extensive training program at the expense of professional staff time.

Resources for the county tend to center in the traditional areas. Little effort has gone toward encouraging innovative programs to provide resources in different areas. Currently, over-emphasis on government areas and not enough in the private business/industry area persists. Agribusiness occupations have not been utilized to help rural individuals make the transition from seasonal to steady year-round jobs. The need has been identified by CETA Unified Intake but not utilized. In a word, CETA Unified Intake Services needs a greater number of resources to better serve clients in all geographic areas of the county.

TRAINING AND PLACEMENT SUBCONTRACTORS

The problem areas in training programs are primarily classroom, orientation (job search skills), and WEST (Women's Employment Services and Training).

The classroom training subcontractors' major problem is the difficulty in serving low-functioning disadvantaged individuals who are placed in intense, short-term programs and are expected to perform at high levels. Also, training classes tend to be geared primarily to female clients functioning at higher levels than most CETA clients (average CETA level is 6th grade).

A second difficulty is the overemphasis on skill training and lack of emphasis on personal-social functioning by subcontractors and the prime. This lack of personal skills training creates training and employment barriers. Dr. Jackson proposed a job survival program to train all CETA clients in job survival skills (ability to maintain one's self on a job). Great effort is placed on skill training; little, if any, job survival training is provided to assist the disadvantaged to maintain employment.

Unfortunately, the on-the-job training program is geared for the semi-skilled and unskilled. The average disadvantaged person functions at a 6th grade level and is unskilled. Even though many of the individuals are "good with their hands," most on-the-job training positions will not be given to these individuals.

CETA clients are in need of job search skills training. However, few clients are placed into these programs. Quota require-

ments placed on the subcontractor are evaluated by dollars per hour. Therefore, the orientation program subcontractor is rewarded for training the skilled and job-ready clients rather than the average disadvantaged client.

The Women's program, WEST, requires women who want to work in predominately male occupations. It is difficult to find women who desire this work experience. Women who are willing to gain this training often return to traditional female employment. The cost effectiveness of this program is questionable. The problem persists: Few women want to participate in male-oriented training programs.

COLLEGE OF THE SEQUOIAS

The College of the Sequoias is the sponsor of CETA Unified Intake Services. The institution accepts the responsibility of CETA Unified Intake but prefers not to deal with its day-to-day problems. This is evident by the lack of program articulation, procedural guidelines, and day-to-day operational meetings. At present, CETA Unified Intake Services believes itself to be a low priority program at the College of the Sequoias.

CLIENTS

CETA individuals are handicapped in assuming a stable work role because of numerous psychological as well as environmental or experiential factors. Virtually every aspect of the person has potential relevance to manpower services. The key task for CETA Unified Intake is to develop a program to assist the greatest number to enter and maintain employment. To be sure, the CETA client is unique and needs special assistance.

The U.S. Department of Labor's Interviewer Handbook provides a behavioral portrait of the culturally disadvantaged applicant to CETA programs.

1. The average enrollee will have completed less than high school.
2. For many enrollees, learning has been and will continue to be hampered by living conditions, personal problems, and negative attitudes toward a "school" situation.
3. Many enrollees will be silent and uncommunicative.
4. Many enrollees will, in effect, speak a "special language."
5. Many enrollees will tend easily to aggression, acting out, and limit testing behavior.
6. Many enrollees will have a history of failure and self-doubt.
7. Many enrollees will have deficiencies in nutrition, or problems requiring medical and dental attention.
8. Many enrollees will have outside obligations which make demands on their time.

9. Many will have to learn to weigh the pros and cons of an action before taking it.

Operationally, what is most salient for manpower programs is that a disadvantaged person's probability of stable employment is low and will remain so without some special preparation for the world of work.

UNIQUE ASPECTS OF THE EMPLOYMENT MOTIVATION ASSESSMENT PROGRAM

The success of the Employment Motivation Assessment Program is the individual. It must be the individual who takes the first step toward self-help. If clients are not motivated toward self-help and do not understand what they want or know what steps need to be taken to achieve financial stability, then the individual may well become a "CETA failure." The basis of the Employment Motivation Assessment Program is motivation. The specific aspects of the program that aid in making this program unique are as follows.

Participant Benefits

1. Participates in self-evaluation exercises
2. Evaluates occupational interests
3. Assesses one's academic abilities as related to jobs
4. Reviews world of work occupational disciplines
5. Develops self-derived goals
6. Develops an employability plan
7. Develops a sense of responsibility to complete program goals
8. Understands competition for CETA programs
9. Realizes "ONE CHANCE" rule for CETA assistance

Counselor Benefits

1. Provides a comprehensive means to interact with clients
2. Preserves counselor time
3. Provides clients with in-depth client learning

4. Assists counselors to develop client self-realization.

5. Assists counselors to help clients accept options

6. Helps counselors to present an in-depth program for the disadvantaged.

7. Develops a pre-counseling client awareness

8. Stimulates creative alternatives for future client training and employment

9. Allows counselor to alternate workshop weeks

Management Benefits

1. Provides an efficient use of counselors' time

2. Results in greater client success rate

3. Minimizes client unfairness complaints

4. Utilizes greater employment resources

5. Retards counselor "burn-out."

6. Provides a more stable atmosphere for client and counselor.

PROGRAM OUTCOMES

Currently, it is difficult for CETA Unified Intake Services to determine the success of its assessment process due to the fragmentation of CETA programs and data collection system. Data that reflects unsubsidized employment is not emphasized by the prime sponsor or coordinated with the assessment center.

However, specific goals accomplished by CETA Unified Intake Services can be measured by the number of clients "enrolled" in programs, according to the significant segment categories (see TABLE VII). These figures reflect the number of clients actually receiving training. The successful placement of disadvantaged clients substantiates the accuracy of the assessment process.

The success of CETA Unified Intake Services is evaluated by comparing significant segment placement goals to actual training placements. The goals are as follows:

Significant Segment	Goal
Economically Disadvantaged	75.0%
Rural Resident	40.0%
Unemployed	85.0%
Youth Work Experience	35.0%
Veterans	20.0%
Female	60.0%
Blacks	2.8%
Other	3.6%
Spanish-American	38.7%
White	54.9%

TABLE VII

SECOND QUARTER & YEAR-TO-DATE ASSIGNMENT/ENROLLMENT RESULTS

TITLE II-B PROGRAM

Second Quarter	ECONOMICALLY DISADVANTAGED	RURAL	UNEMPLOYED	YOUTH WORK-EXPERIENCE	VETERANS	FEMALE	BLACKS	OTHER	SPANISH-AMERICAN	WHITE	ACTUAL
EXPECTED OUTCOME	75%	40%	85%	35%	20%	40%	2.8%	3.6%	38.7%	54.9%	
RESULTS	93%	34%	90%	40%	9%	58%	5%	4%	39%	53%	
GAIN OR LOSS	+ 18%	- 6%	+ 5%	+ 5%	- 11%	+ 18%	+ 2.8%	+ .4%	+ .3%	- 1.9%	
ACTUAL	240	88	232	102	22	150	12	9	99	137	257
1st & 2nd Quarter											
EXPECTED OUTCOME	75%	40%	85%	35%	20%	40%	2.8%	3.6%	38.7%	54.9%	
TOTAL YR TO DATE	92%	33%	92%	36%	9%	58%	4%	4%	38%	54%	
GAIN OR LOSS	+ 17%	- 7%	+ 7%	+ 1%	- 11%	+ 18%	+ 1.2%	+ .4%	- .7%	- .9%	

The criteria for success must be plus or minus 10% in any of the significant segment categories.

CETA Unified Intake Services has successfully met its 1979-80 fiscal year expected outcomes and goals of ± 10% in nine of the ten areas (see TABLE VII). The Veterans category (-11%) was only one percent off from being acceptable. Specific areas that are above the 10% expected level are the economically disadvantaged (+17%) and the female (+18%) categories. Other categories in the positive range are unemployed (+7%), youth (+1%), Blacks (+1.2%), and other (+.4%).

Specific significant segments within the success range, but below the specific expected outcome, are rural (-7%), Spanish-Americans (-.7%) and Whites (-.9%).

Overall, CETA Unified Intake has successfully assigned the subcontractors employment and training programs with economically disadvantaged clients in Tulare County. The assignments are in line with the significant segment outline set by the prime sponsor.